

# Basic Communication Course Annual

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## Contents

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<b>Michael W. Kramer and J.S. Hinton</b>	

*Communication departments generally choose between a public speaking and a hybrid course of their basic course. Previous research has shown that students' perceptions of their communication competencies increase after completing a hybrid course (Ford & Wolvin, 1992, 1993). After noting similarities between public speaking and hybrid courses, this study examines students' perceptions of their competencies after completing a public speaking course. Results indicated that students' perceptions of their competencies changed significantly in class, work, and social contacts in such areas as public speaking, interpersonal and group communication, interviewing, listening, and self-confidence. The largest gains were in perceptions of their classroom competencies.*

<b>[En]visioning Success: The Anatomy and Functions of Vision in the Basic Course .....</b>	<b>26</b>
<b>Glen Williams</b>	

*The success of the basic course depends largely upon a vision that values the course and its place in the undergraduate curriculum, emphasizes the necessity of ongoing training and development of teaching assistants and other instructors, and that values the scholarship that will enhance those efforts as well as improve instruction. Facilitated by a participative style of leadership, the vision and the process of visioning helps to forge group consciousness and dedication, and it helps to*

*clarify tasks, enabling peak performance. The vision also acquaints outsiders with the course and its goals in a manner likely to foster appreciation and support of the department and the field.*

<b>Students Who Stutter and the Basic Course: Attitudes and Communication Strategies for the College Classroom .....</b>	<b>58</b>
<b>Bryan B. Whaley and Aimée Langlois</b>	

*Individuals who stutter are erroneously perceived by those who do not as having undesirable personality traits. As a result, those who stutter are discriminated against in social situations, in the workplace and, of special concern here, college classrooms. However, the college experience for those who stutter can be enhanced when they are provided with a communication atmosphere that meets their needs. This essay, therefore, argues the necessity for communication instructors to have a basic understanding of stuttering, and provides strategies for meeting the classroom communicative needs of students who stutter.*

<b>Rethinking the Role of Theory in the Basic Course: Taking a "Practical" Approach to Communication Education .....</b>	<b>74</b>
<b>Shawn Spano</b>	

*This essay advances a particular form of communication theory, known as "practical theory," and illustrates how it can be integrated into the basic course. A practical approach to theory involves the "rational reconstruction of practices" such that the events studied and the principles used to study those events co-evolve through the act of theorizing and the actual performance of communication. The essay examines some of the obstacles prohibiting the use of practical theory and provides a model and extended example for illustrating how the practical approach can be used in the basic communication course.*

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*This article explores the purpose of the class participation requirement in the basic communication course. In it the following arguments are developed: 1) Class participation is not an effective measure of students' abilities nor does the requirement encourage students to participate in class. 2) Class participation is better conceptualized as a skill which can be taught to students. If instructors require students to participate in their classes, instructors are obligated to teach students how to participate. 3) The basic communication course offers an excellent framework for teaching students the class participation skills.*

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<b>Charlene J. Handford</b>	

*During the summer of 1995, Spectra included articles and news items regarding speech communication programs designated for elimination. Some leaders in the discipline warned that this trend would likely continue.*

*This article argues that departments of communication, operating under federal and state requirements for communication competency, may be well advised to work toward establishing the basic course as the sole fulfillment of their institutions' core requirement in communication and to plan a marketing strategy for their discipline. In addition, this paper suggests that the basic course, taught as public speaking, may be more easily defended in meeting the course*

*requirement, as opposed to the hybrid course and other courses within that discipline.*

**Introduction to Cultural Diversity in the Basic  
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**Lawrence W. Hugenberg**

*The scholars participated in the one-day seminar and submitted their papers for wider dissemination through the Basic Communication Course Annual. Each participant approaches cultural diversity in the basic communication course from their own frame of reference. The manuscripts include theoretical approaches to cultural diversity, rationales for the importance of integrating cultural diversity in the basic course, teaching tips and assignments for integrating diversity, and an analysis of some textbooks specifically prepared for the basic communication course.*

*The position articles follow the initial summary discussion. Relevant topics are referenced to each paper parenthetically in this summary to help the reader locate the appropriate articles,*

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